



AASA Annotated Writing Samples

Grade 6



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INTRODUCTION

The AASA ELA test will have a Writing unit and a Reading Unit 1 and Unit 2 for all grade levels. The structure of the sample test Writing test is similar to the actual AASA Writing test. Each Writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the Computer-Based Tests (CBT) and Paper-Based Tests (PBT) Writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper test booklet or on the computer in TestNav.

CBT—On the CBT Writing tests students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and an area on the computer in TestNav to enter their “final” response.

PBT—On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response in their test booklet. On paper, the Writing Guide will also appear after the writing prompt and before the “final” copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of 0.375” for grades 3 and 4 (wide ruled) and 0.3” for grades 5-8 (college ruled).

Students are required to read passages associated with a topic then write a response based on a prompt. This type of text-based response requires students to use evidence from the passages as support for their ideas. This guide provides sample student responses which were scored using the AASA Writing Rubric. Each essay has annotations which explain the reasoning for the score the paper received as well as a description of the task and additional notes about scoring. Examples of student responses represent some of the various combinations of the score points across the scoring domains. As a basis for developing a common understanding of the scoring criteria, an annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not intended to provide a full spectrum of examples for each score point in each domain. Moreover, they do not necessarily represent the highest or lowest example of each score point in each domain.

For more information on the Writing Guides available to students and the rubrics used to score writing responses on AASA visit the ADE website under “AASA Writing Resources” [HERE](#).

WRITING PROMPT

Plants in Space

In order for astronauts to live in space for extended periods of time, crews need to be able to produce their own food.

Write a multiparagraph informative essay about how scientists plan for food resources and then conduct research in order to grow crops in space.

Use information from the sources in your essay.

Manage your time carefully so that you can do the following actions:

- Read the sources.
- Plan your response.
- Write your response.
- Revise and edit your response.

Be sure to include the following tasks:

- Use evidence from multiple sources.
- Avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Enter your response in the space provided.



Writing Rubric

Informative-Explanatory Essay Writing Rubric (Grades 6–8)

Score	4	3	2	1
Purpose, Focus, and Organization	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and objective tone established and maintained 	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Maintained controlling idea, though some loosely related material may be present Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Appropriate style and objective tone established 	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Focused controlling idea but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Few or no transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization

*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]

Informative-Explanatory Essay Writing Rubric (Grades 6–8)

Score	4	3	2	1
Evidence and Elaboration	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions
Score	N/A	2	1	0
Conventions	<p>(2-point rubric begins at score point 2)</p>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]

SAMPLE STUDENT RESPONSES**Grade 6****Student-1****Score Point 4/4/2**

If you were in space and you had to eat to keep yourself with energy, what would you want to eat? You might be told to eat the synthetic cubes that are supposed to be your tasty dinner. But once you see them, you notice they look nothing like your preferable meal of the day. You see, astronauts didn't have such a great variety of flavorful meals back then. Because of this, researchers and scientists decided to get to work and plan for healthy, safe, and enjoyable food resources for astronauts.

The planning for food had great improvements. According to "A Brief History of Food in Space," "Crew members can enjoy scrambled eggs, spaghetti, oatmeal, and almost 200 other foods, providing a variety of tastes and textures." Researchers are planning for the future carefully on the safety of food, which will take place on

Grade 6

Student-1

Score Point 4/4/2

long missions. "Scientists hope to use what they have learned from past missions on these longer trips," says "A Brief History of Food in Space." There are, of course, many questions based on how they will do this but it's only a matter of time because this future is full of possibilities.

In order to grow crops in space there are many steps required to do this safely and correct. Firstly, to harvest the crops, "Experiments have shown that 'root modules' with seeds placed inside work better than traditional soil for sprouting plants in space." (How Does Your (space) Garden Grow?). An error scientists made showed them that plants need more water than on Earth in microgravity. Secondly, to clean the crops, members in space have frozen the crops to send them back to Earth to check the safety of eating them. Third, scientists would have to make enough for astronauts to conserve the energy and nutrients from them. However, the results have been successful to ensure the future of food in space.

Grade 6

Student-1

Score Point 4/4/2

Based off these results, scientists have learned a lot from this. The results conveyed that on longer trips such as going to Mars there would be plenty of healthy and nutritious food on the way. Scientists are also looking for ways to grow crops on Earth, based on their knowledge of this experiment. Places with less water or soil quality can use these results and benefit from them. Based on "Veggie and the Need for Nutrients," "Scientists are now interested in the ability of flowering and seed-bearing plants to successfully germinate in space."

In conclusion, researchers and scientists have been working at full mode to advance the quality of food resources in space. Scientists have planned and made sure food was tasty and effective. They also guaranteed the growing of healthy veggies. Not to mention that they are also trying to do several helpful changes here on Earth based on their experiments. Astronauts in space have a bright assured future with plenty of nutritious food!

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Student-1 Annotation**Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task, with emphasis on the clear controlling idea of how scientists planned for healthy food sources and researched in order to grow crops in space. Information is organized into sections relating to the initial progress of nutritious food in space and closely related to the controlling idea, which helps create coherence and completeness. Transitional strategies maintain clear relationships between key ideas and among the ideas in each subtopic (*The planning for food had great improvments, In order to grow crops in space, Firstly, Secondly, Third, Based off these results*). Ideas progress logically and consistently, and the introduction and conclusion are satisfying. The style is appropriate, the tone is objective, and both are maintained (*...they look nothing like your prefferable meal of the day, ...scientists have been working at full mode to advance the quality of food resources in space*).

Evidence and Elaboration - Score Point 4

The response provides thorough and convincing support, citing evidence for the controlling idea that includes the effective use of sources, facts, and details. Evidence is relevant and integrated smoothly and thoroughly. References to sources are precise (*"Scientists hope to use what they have learned from past missions on these longer trips," says "A Brief History of Food in Space."*), and elaborative techniques such as quotations and examples are effectively used. Precise language clearly and effectively expresses the student's ideas (*The results conveyed that on longer trips such as going to Mars, Astronauts have a bright assured future with plenty of nutritious food!*), and the vocabulary used is academic and clearly appropriate for the audience and purpose. Sentence structures show a great deal of variety, demonstrating facility with language.

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. Usage (off/on), punctuation, capitalization, sentence formation, and spelling (improvments/improvements, prefferable/preferable), are all adequate, with very few errors overall.

Grade 6

Student-2

Score Point 4/4/2

Early in American space travel, healthy food options weren't very good. Obviously a lot has changed now but yet astronauts still are missing out on healthy & nutritious foods. Cause let's face the facts: freeze dried food doesn't equal healthy food! And that's exactly how scientists feel & that's why they spend a lot of time researching on as to what astronauts will NEED while in space. Referring back to the first article: it says, "Now researchers are planning ahead for human missions to Mars in the 2030s. These longer missions, estimated to be two or 3 years, will require careful thought." Which is indeed true because as you may know that's a long time to be in space and there isn't any

Grade 6

Student-2

Score Point 4/4/2

Super-markets there. A few things also mentioned is that they're planning on sending tuna + orange juice with them (mentioned in 1st article). Now referring to the second article it's mentioned that they are now able to grow plants, such as lettuce, peas, + radishes! But because they're in space it has to be planted a different way! For example in space plants don't need as much fertilizer as they do on Earth because it will take them longer to sprout as opposed to what they use in space (aka root modules!). Now when they get back to Earth typically scientists will check the plant to make sure nothing about it changed because of its environment! In the third article it's important to mention that scientists are having a

Grade 6

Student-2

Score Point 4/4/2

hard time trying to prep meals for longer trips! Because as time goes by they've realized that the nutrients in the food at they send breaks down over time leaving astronauts with no essential nutrition at all! Now, here comes a solution to that problem, at the International Space Station the vegetable production system has been introduced! And is teaching researchers about the best ways to grow plants in space. And one thing we for sure need to know for sure is how to keep astronauts' bodies healthy. Because **EVERYONE'S** body is a temple and they need to treat it right or it will come tumbling down! All in all things have definitely gotten better but there's always room for improvement, especially when it comes to sustaining your body! Thanks for reading

Grade 6

Student-2 Annotation**Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task of how scientists plan ahead for food for the astronauts and research how to grow crops in space. Related ideas are grouped effectively. The transitions are varied and consistently used within and between sections of text to connect ideas (*Refering back to the first article it says,... Now refering to the second article it's mentioned...Now in the third article it is important, Now here comes a solution to that problem*) which leads to coherence and completeness. Ideas progress logically throughout the response (*Which is indeed true because as you may know, A few things also mentioned is that they're planning on sending*). The introduction and the concluding section are clear. The established style is appropriate for the designated audience and is maintained throughout the response.

Evidence and Elaboration - Score Point 4

The response provides thorough and convincing support, citing evidence for the controlling idea that includes the effective use of sources, facts, and details. Evidence is relevant and integrated smoothly, and elaborative techniques such as quotations and examples (*"Now researchers are planning ahead for human missions to Mars in the 2030S..." For example plants in space don't need as much fertilizer as they do on Earth*) are effectively used. Precise language clearly and effectively expresses the student's ideas (*And one thing we for sure need to know for sure is how to keep astronauts' bodies healthy. Because EVERYONES body is a temple and they need to treat it right or it will come tumbling down*), and the vocabulary used is academic and clearly appropriate for the audience and purpose. Sentence structures show a wide variety, demonstrating facility with language.

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. There are some minor errors in usage (*lets/let's, researching on as to/researching what astronauts will NEED...*, *also mentioned is that/also mentioned that they're planning*), but there are no patterns of errors. There is an adequate use of punctuation, capitalization, sentence formation, and spelling.

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Student-3

Score Point 4/3/2

In space astronauts needed food to survive. So how would they provide resources or food? During American space travel options for healthy and delicious food were (extremely) limited. But after "International Space Station began circling the earth" food and meals improved. Astronauts and space stations later on started to ask and wonder about growing plants in space and what would happen or even how they would do it. later on the International Space station had been introduced to a solution, "The Vegetable Production System". This tells them about the best practices for growing plants in space.

During American space travel food was very limited. For dinner they would eat synthetic cubes, they looked like nothing People would have on a normal daily life family dinner. They would sometimes have a side dish of "Pasty macaroni and cheese or mashed beans. For breakfast they would have a

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Student-3

Score Point 4/3/2

powdered drink. Some would say it tasted like "crushed vitamins". After this went on for awhile they started to talk to the station about better meals.

Space stations and astronauts started to think about how to grow plants in space. In the text it states that they started to ask questions like "How can plants be watered without gravity?" and "Will soil float out of the growing pots" or "Do plants in space need more or less fertilizer". These kept the space gardeners very busy. "A mistake that caused one group of modules to be overwatered actually made the plants sprout and form leaves faster." This made them realize those plants need more water than plants on earth. So they just kept experimenting with this and other practices.

The International space station had been introduced to the solution, "The Vegetable Production System"

Grade 6

Student-3

Score Point 4/3/2

The text states that "It started teaching researchers about the best practices for growing plants in space. This really helped them. Each veggie growing center can hold six individual plants. This really helped them. The system has been able to grow "Both green leafy plants and those that produce flowers and seeds."

In conclusion, the space station has been finding so many new way to solve problems for the astronauts and space issues. They have made "The Vegetable Production System" and has helped improve food for the astronauts. Space has so many things to explore and they will keep being on the search to find them.

Grade 6

Student-3 Annotation

Score Point 4/3/2

Purpose, Focus, and Organization - Score Point 4

This response is fully sustained and consistently focused within the purpose, audience, and task, concentrating on the controlling idea of how scientists planned and conducted research for food sources in space for the astronauts. It has a clear and effective organizational strategy that leads to coherence and completeness. Information is closely related to the controlling idea, which is strongly maintained. Ideas progress logically throughout the response (*Astronauts and space stations later on started to ask and wonder about growing plants in space and what would happen or even how they would do it; ...they started to talk to the station about better meals, ... space station had been introduced to the solution, "The Vegetable Production System"...this tells them about the best practices*).

Evidence and Elaboration - Score Point 3

The response provides adequate support, citing evidence for the controlling idea that includes the use of sources, facts, and details. Relevant information drawn from sources is integrated into the response, using a mixture of direct, attributed quotes and more general references to facts. Elaborative techniques--text-based evidence in particular-- are used adequately and consistently to develop ideas (*...they started to ask questions like "How can plants be watered...Will soil float out of the growing pots"...These kept the space gardeners very busy...so they just kept experimenting*). The expression of ideas is adequate, employing a mix of precise and general language (*...they looked like nothing people would have on a normal daily life family dinner*). The vocabulary is appropriate to the audience and purpose, and sentences are varied.

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. There are a couple of usage errors (*have/have had, had been/has been*), but no pattern of errors is displayed. There are a few minor errors in capitalization (*later/Later, station/Station, veggie/Veggie*), and in spelling (*empior, soliders, benifits*), but adequate command is displayed. Simple and complex sentences are both formed correctly, with few errors overall.

Grade 6

Student-4

Score Point 3/3/2

Fresh Food Near the Moon

Have you ever wondered how astronauts have fresh food like plants and fruit? Some may say they only have preserved foods, since you can't grow veggies in space. Well, whoever agrees with that has not done research, because plants in space happen.

Do they have gardens? Well, good question. Let's find out! In a passage called How Does Your (Space) Garden Grow?, I found an answer. For about 20 years scientists all over the world had the same question as you do now. That problem was solved by the "Lada Validating Vegetable Production Unit." This unit looks like a green house. After many trials and errors they concluded that using "root modules" to hold the seeds is better than soil. Overwatering these plants actually helps speed the growing process up. Many discov-

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Student-4

Score Point 3/3/2

eries and improvements were made and we are still gaining more knowledge every day.

Why would astronauts need fresh food in the first place? An article called Veggie and the Need for Nutrients came up with an explanation. Nutrients is vital to survive as a mortal. For example, if you only ate Domino's pizza for a month you would be weak, tired, and sick to the stomach. Without a handful of berries, some carrots, or an apple every once in a while you would lose strength. Let's see what NASA has to say about this. For longer trips to space packaged food alone will not do, so the questions that follow are rolling through their heads. What foods can grow in limited resources? Which vegetables are needed and desired? How can we make this possible? The Veggie growing center looks like a

Grade 6

Student-4

Score Point 3/3/2

small luggage bag. It can hold up to 6 plants at a time. On Earth scientists set up planting "pillows". Planting pillows are set into growing centers. The pillows contain soil, seed strips, and a root mat. Using this method, sprouts appear after a few days.

The success made eating in space healthier, happier, and especially easier.

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Student-4 Annotation

Score Point 3/3/2

Purpose, Focus, and Organization - Score Point 3

This response is adequately sustained and generally focused within the purpose, audience, and task. The controlling idea that scientists planned and conducted research for growing food sources in space is clearly stated, and the response's information is organized around that idea. Transitional strategies are used effectively to clearly show the relationships between ideas (*Do they have gardens?... Let's find out! Why would astronauts need fresh food in the first place? Which vegetables are needed and desired?*). Ideas progress adequately and consistently from the beginning of the response to the end, while the introduction is sufficient, and the conclusion is present.

Evidence and Elaboration - Score Point 3

The response provides adequate support, citing evidence for the controlling idea that includes the use of sources, facts, and details. Relevant information from sources is integrated, with some references general and some more precise (*In a passage called How Does Your (Space) Garden Grow? I found an answer. For about 20 years scientists all over the world*). Expression of ideas is adequate; much of the language is precise (*...so the questions that follow are rolling through their heads, after many trials and errors, Nutrients is vital to survive...*). Vocabulary is suited to the audience and purpose, and variation in sentence structure is displayed.

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. There is no pattern of errors in usage, and punctuation, capitalization, and sentence formation are all adequately used. There are some misspellings (*astonauts/astronauts, pants/plants, fond/found*), but not enough to display a pattern of errors.

Grade 6

Student-5

Score Point 3/3/2

Food Growth in Space

How do scientists find ways to grow food in space for astronauts' future trips? Scientists have already found ways to give them long-lasting nutrients and vitamins that they need. They have also found ways to make meals for shorter trips more enjoyable for those on the ship. But scientists have a new problem with future trips. Food needs to last longer. Researchers have been trying to find a way to get more food on board for future trips.

Scientists have recently been conducting research to find ways to actually grow food in space. This is for more enjoyable food, as one short passage states, "astronauts prefer produce such as crunchy lettuce, sweet peas, and spicy radishes to their usual dehydrated meal" (How Does Your [Space] Garden Grow? PP 1). They are finding fresh vegetables more appetizing than something dehydrated. Of course, they're also doing it for more practical reasons according to another passage, "Packaged meals are

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Student-5

Score Point 3/3/2

great for shorter trips, but the vitamins and nutrients break down over time." (Veggie and the Need for Nutrients, P. 1). This means that if astronauts can grow their own food, they can have fresh, enjoyable, healthy food the whole trip. With this information, scientists have started running experiments on plants to see how to get them to grow in space.

In conclusion, growing food in space may be key if we want to get further than the moon some day. The most important thing about this is that scientists continue this research so astronauts can make longer trips. Growth of food on board is being researched, and may turn out to be very important.

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Student-5 Annotation**Score Point 3/3/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused within the purpose, audience, and task. It has a clear controlling idea of planning the food sources for space travel and researching how to grow crops in space. There is an adequate use of a variety of transitional strategies to clarify the relationships between and among the ideas (...*found ways to give them...nutrients, also found ways to make meals...more enjoyable, But scientists have a new problem..., With this information...*). The organizational structure contributes to an adequate expression of ideas from beginning to end. A sufficient introduction and conclusion give the response a sense of completeness, and an appropriate style and objective tone are established.

Evidence and Elaboration - Score Point 3

The response provides adequate support, citing evidence for the controlling idea that includes the use of sources, facts, and details. Relevant information from sources is integrated, with some references general and some more precise (as one short passage states... "astronauts prefer produce such as crunchy lettuce..." (How Does Your [Space] Garden Grow?). Expression of ideas is adequate; much of the language is precise (...fresh vegetables are more appetizing than something dehydrated; ...they can have fresh, enjoyable, healthy food...). Vocabulary is suited to the audience and purpose, and variation in sentence structure is displayed.

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. Usage, punctuation, and capitalization are consistently correct. Sentences are formed properly, even when long and complex. Spelling is also adequate; even difficult words are rendered correctly.

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Student-6

Score Point 3/2/2

Did you know astronauts have over two hundred foods they can eat in space? There's a lot of hard work that went from little amount of space food to two hundred! This is only the beginning, now we know how to grow crops in space! Space food is incredible, but we're still learning more.

Space food has history, the late 1950s space food really only had a few options, but by the late 1990s that shot up to two hundred! In source one paragraph 2, the first sentence says that in the late 1990s it had vastly improved. In source one paragraph 3, first sentence it states "researchers are planning ahead for human mission to Mars in the 2030s".

There is still more about space food, you can grow crops in space. In source two paragraph 1 and 5, it remarks that people are doing research to find out if it's possible to grow crops in space. In source three paragraph 4 it states that they grow two hundred crops in space and on earth with the same conditions to see how the results are different.

Grade 6**Student-6****Score Point 3/2/2**

There is still more to learn about space food its incredible. The most vital peice of information to remember is that there is still more to learn about space food. If you ever wonder how astronants eat, its called space food!

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Student-6 Annotation**Score Point 3/2/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused within the purpose, audience, and task on the controlling idea of how researchers are planning and growing food in space. Organizational structure is evident, with information from the text grouped into paragraphs about how scientists have researched growing crops in space. There is a sense of completeness in the response, and the controlling idea is maintained. Transitions are used to clarify relationships between and among ideas (*This is only the beginning; Space food has history...; There is still more about space food*). Ideas progress adequately throughout the response (*...the late 1950's space food really only had a few options..., ...people are doing the research to find out if its possible to grow crops in space*), and the style and tone are appropriate.

Evidence and Elaboration - Score Point 2

The response provides uneven support/evidence for the controlling idea through partial use of sources, facts, and details. Evidence from sources is weakly integrated: sources are used and cited (*In source one paragraph 2, the first sentence says, In source two paragraph 1 and 5, It remarks*), but as one reference imprecisely states (*In source 3 paragraph 4 it states that they grow 200 crops in space and on earth...*). Elaborative techniques are infrequent and used ineffectively and repetitively (*Space food is incredible, but were still learning more; Their is still more about space food...*) Ideas are sometimes expressed simplistically (*its called space food*).

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. There are minor errors in usage (*their/there, Their/There, were/we're*). There are a few minor errors in capitalization (*It, it*), and in spelling (*reasearchers, diffrent, peice*), but adequate command is displayed.

Grade 6

Student-7

Score Point 2/2/2

Did you know you can actually eat dinner in space that tastes like dinner at home? People are eating food up in space, and it tastes normal, food you will eat here on earth. Should the people that work for NASA upgrade food more?

To start off, in the early years of American space travel didn't have a lot of food choices. According to the text, "Tubes of pasta macaroni, and cheese or mashed beans might be a side dish for the meal" (page 5 #1) This proves, back then, there weren't too many for people in space.

In addition, people are making different kinds of food available up in space. According to the text, "Currently, the freeze-dried dinners and snacks look more like a

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Student-7

Score Point 2/2/2

Microwave dinner that someone can enjoy at home. (page 5 #2) This proves, they are improving meals in space.

In conclusion, good researchers are planning ahead for when humans make missions in Mars. Should people that work for NASA make food better for space travelers? Upgrading food for astronauts can give them more food choices or healthier options.

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Student-7 Annotation**Score Point 2/2/2****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task, and is focused on the controlling idea of improving food/upgrading food in space. Its organizational structure is clear, with ideas grouped into paragraphs around its main points. However, the information is redundant and ideas progress unevenly. Transitional strategies are present, but little variety is demonstrated (*To start off, In addition, In conclusion*). The introduction and conclusion are inadequate because the student simply repeats the introduction in the conclusion.

Evidence and Elaboration - Score Point 2

This response provides cursory support/evidence for the controlling idea through the partial use of sources, facts, and details. The evidence from sources is weakly integrated by repetitive and ineffective use of elaboration techniques (*People are eating food up in space, and it tastes normal food you will eat here on earth; This proves, they are improving meals in space*). There is a reliance on reiterations of citations from the sources (*According to the text, (page 5#1) and According to the text, (page 5#2)* which leads to the expression of ideas that are simplistic (*They are improving meals in space*).

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. Usage, punctuation, and capitalization are consistently correct. Sentences are formed correctly, with few errors overall.

Grade 6

Student-8

Score Point 2/2/2

Early on in space travel, the food the astronauts were given for their missions wasn't all that great. It had tons of nutrients and vitamins, yes, but it often tasted of no flavor and just plain like crushed vitamin pills. The astronauts told NASA about their problem with the food and then came up with a beneficial solution to it. The astronauts would start growing plants on aircraft, in space!

To meet the astronaut's needs, NASA created a unit called the Lada Validating Vegetable Production Unit, or, for short, Veggie. This unit looks similar to that of a regular facility for growing plants. It also has many functions,

Grade 6

Student-8

Score Point 2/2/2

including lighting and humidity to ensure the needs of the vegetables.

As NASA tried this plan, they discovered that if you "overwater" these plants in space, they actually grow much swifter than if you don't. This discovery means that plants need more water in space than on earth.

After these plants are finished growing in space, they get sent back down to earth, so scientists can check if they are good to eat. If they are, the astronauts can enjoy a nice meal of veggies before returning to their hard-working mission.

Grade 6

Student-8 Annotation

Score Point 2/2/2

Purpose, Focus, and Organization - Score Point 2

This response is somewhat sustained within the purpose, audience, and task, with the controlling idea being how scientists plan for food resources and conduct research for growing crops in space. A simple organizational structure groups information by source texts. Focus is insufficiently sustained, with little progression of ideas. Transitional strategies are used inconsistently, with little variety (*yes, but it often, It also, so*). The introduction and conclusion are present but inadequate.

Evidence and Elaboration - Score Point 2

The response provides uneven, cursory support/evidence for the controlling idea. Sources, facts, and details are partially used. Evidence from sources is weakly integrated: references to the text are made (*The astronauts told NASA about their problem with the food and then came up with a beneficial solution The astronauts would start growing plants on aircraft, in space!*), and repetitive (*...NASA created a unit called the Lada Validating Vegetable Production unit, or, for short, Veggie*). Ideas are sometimes expressed simplistically (*...if they are good to eat.... the astronauts can enjoy a nice meal of veggies before returning to their...mission*).

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. There is no pattern of errors in usage. Simple and complex sentences are both formed correctly, with few errors overall. Spelling is also adequate; even difficult words are rendered correctly.

Grade 6

Student-9

Score Point 2/2/1

I In space scientists are trying to grow food in space. so that the astronauts can eat healthy nutritious food. instead of the packaged stuff so that the astronauts can go on long space missions. the packaged stuff can break down over time so + + + + + keep you full.

Growing plants in space can be hard in the 1900's but in the 2000's it can be easier by baking a pie but like normal plants they give our plants just the right amount but in space the mistake that changed planting in space forever you have to over water them so they can grow leaves faster.

there are no cooking facilities in the

Grade 6

Student-9

Score Point 2/2/1

space station and also the high schoolers and the middle schoolers are helped them figure out how to grow plants on the space station and NASA is growing the same plants on earth under the same conditions to see which ones grow faster.

astronauts prefer crunchy lettuce and sweet peas and spicy radishes to their usual very starchy meals. Scientists formed the LadaVala growing vegetable produce unit to help the astronauts to grow the same plants under the same conditions.

Scientists are trying to get the nutrients for food on the space station so that the astronauts can have food to go on longer missions and possibly in the future go to Mars instead of sending rovers we are sending people.

Grade 6

Student-9 Annotation

Score Point 2/2/1

Purpose, Focus, and Organization - Score Point 2

This response is somewhat sustained within the purpose, audience, and task, and is focused on the scientists' growing food for the astronauts so they will have nutritious food for long space trips. Its organizational structure is clear, with ideas grouped into paragraphs around its main points. However, this main idea is insufficiently sustained and moves quickly from one idea to the next. A few of the ideas expressed are unclear (... *but like normal planters they give ther plants just the right amount but in space the mistake that changed planting in space forever you have to over water them so they can grow leaves faster*). Transitional strategies are present, but little variety is demonstrated (*Growing plants in space can be hard; ther are no cooking facilities on the space station... Astrounot's prefer crunchy lettuce and sweet peas and spicy ratishis...*). This strategy results in an uneven progression of ideas from beginning to end. The introduction and conclusion are inadequate because the student simply repeats the introduction in the conclusion (*astrouhaults can Eat he l thy noutrishous food; Scientists are trieng to get nice nutrishous foods on the space station*).

Evidence and Elaboration - Score Point 2

The response provides uneven support/evidence for the controlling idea. Sources, facts, and details are partially used. Evidence drawn from sources is weakly integrated: references to the text are made (*ther are no cooking facilities on the space station; Astrounot's prefer crunchy lettuce and sweet peas and spicy radishis to their usiul dehydrated meals*), but evidence is not sustained. A few of the facts employed are inaccurate (*The packeged Stuf can breakdown over time so t twno'nt Keep you ful*). Expressions of ideas are sometimes simplistic (*Growing plants in space can be hard in the 1900's but in the 2000's it can be as easy as baking a pie*). Most body paragraphs are composed of one long run-on sentence.

Conventions - Score Point 1

The response demonstrates a partial command of basic conventions. A few errors in usage are present (*plants on the Space Station and NASA is growing*), as well as some in capitalization (*Packeged, Stuf, scientiSt's*). Sentence formation is mostly limited, despite the middle three body paragraphs being long run-ons. There are also minor errors in spelling (*noutrishous, wich, ther, astrouhaults*). The meaning, however, is not obscured.

Grade 6

Student-10

Score Point 2/1/1

In Space there is not much to eat, I mean like you still got apple sauce and I like well whatever you eat in space but is it a guaranteed that you will still be healthy I mean like if you go to ummm mars it is a long long trip and if you are just eating junk food then you will be out of shape.

So my solution is that we learn to plant vegetable in space. Let me explain, if we have the right amount of light for the plant and give it enough water you can grow stuff in space! So then you can still be healthy like you can have salad, carrots, Broccoli and more so if you go on the long trip to mars you can still be healthy well in Space so when you

Grade 6

Student-10

Score Point 2/1/1

come back you will be in great shape!

OK so maybe you don't like vegetables and your like "I don't care if I get fat I was fat to begin with" well if you were fat to begin with then one: you probably wouldn't fit on the plane and two: in space if you choose to get healthy and get in shape again (if you were ever in shape to begin with) and it will be easier in space because its not like you got a lot of aptishs on what you eat,

So we have talked about some stuff and well it is coming to a end but what I think about vegetables in space it make a whole new world for astronaut:

Grade 6

Student-10 Annotation**Score Point 2/1/1****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task, with the controlling idea being the need to have healthy food in space and growing vegetables is the solution, but this idea is simply organized, yet insufficiently sustained due to the inclusion of loosely related and extraneous material (*...if you are just eating juck food then you will be out of shap. And your like "I don't care if I get Fat I was Fat to began with"*). Transitional strategies are used inconsistently, with little variety (*So my solusn, Let me explan, So then, So if, so when, Ok so maby*). This strategy results in an uneven progression of ideas from beginning to end. The introduction and conclusion are inadequate.

Evidence and Elaboration - Score Point 1

The response supports the controlling idea with minimal evidence, though the evidence provided is drawn from the text. The student co-opts the sources by claiming (*So my solousn is that we learn To plant vegable in space. Let me explain*) without any citation from the source materials. Details and facts from the sources are minimally used (*...if we have the right amout of light for the plant and give it enoght water you can grow stuff in space*). The language and sentence construction are both limited.

Conventions - Score Point 1

The response demonstrates a partial command of basic conventions. A few errors in usage are present (*To plant vegable in space; if you chace to get heatly, it make*), and sentence structure is inconsistent, with the last paragraph showing as one long run-on (*So we have talked about some Stuff and well it is coming to a end but what I Think about vegetables in spac it make a whole*). The use of punctuation, capitalization, and spelling is inconsistent. The meaning, however, is not obscured.

Grade 6

Student-11

Score Point 1/1/2

In order to have more food in space, we should ship more varieties of seed strips into space, so the space station can have them. That way our astronauts can have more food to eat, other than just cabbage and kale.

We should have melons, bananas, cherries, etc. I believe many astronauts would enjoy those foods. We could also dehydrate those fruits on earth and ship them to the space station.

Grade 6

Student-11

Score Point 1/1/2

And you might be thinking, how much water would we need for that? Assuming that you need more water in space than on earth, probably ten gallons or more. That is a ton of water for just a couple plants.

I bet your probably wondering, "Sophia, how would you get all that into space?" Well, I'm not the one doing it, but science teams can send it out on rockets! It would be very cool.

Grade 6

Student-11

Score Point 1/1/2

to be on a science
team like that, then you
could see rockets launch
right in front of you!
You might even be
in one!

It sounds easy,
but it's not! It is
very complicated, and
super time consuming!
You would have to pack
and dehydrate the food and
put it into crates then
ship it off into
space! Well, that sums
it up for you, thanks for
reading!

Grade 6

Student-11 Annotation**Score Point 1/1/2****Purpose, Focus, and Organization - Score Point 1**

This brief response is related to the topic and discusses having more food in space for the astronauts, but demonstrates little or no awareness of the purpose, audience, and task. It has little controlling idea and little discernable organizational structure. It contains confusing and ambiguous ideas (*in order to have more food in space, we should ship more varieties of seed strips; Assuming that you need more water in space than on earth, probably ten gallons or more*). There are few transitional strategies (*And you might be thinking, how much water would be need for that? I bet you are probably wondering*) or little discernable organizational structure. The response does not demonstrate knowledge of focus or organization.

Evidence and Elaboration - Score Point 1

The response provides minimal support for its controlling idea, and there is little use of sources, facts or details. Most of the information in the response is not present in the source texts. The expression of ideas is vague (*That way our astronauts can have more food to eat; We should have melons, bananas, cherries, etc*), and the response's language and vocabulary are limited (*That is a ton of water for just a couple plants*). Sentence variety is also limited.

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. There are a couple of usage errors (*need/needed, a couple plants/a couple of plants*), but no systematic pattern is displayed. Capitalization is inconsistent, but adequate. Spelling is also adequate; even difficult words are rendered correctly (*launch, complicated*).

Grade 6

Student-12

Score Point 1/1/2

My response is that astronauts need food to live. Scientists have been studying on how to take food to space. There are many ways to take food into space but growing crops could be a real tough challenge.

In order to grow crops you would need water. You would probably need something big with a lid to take water to space. For growing crops you would need to pick your crop and bring a glass container with a hole that a tube could go inside that holds oxygen inside the tube that goes in the container.

Now I will be honest I truly don't know if this would work. I am not an expert at this stuff. This is just my opinion and I really hope this idea works.

Grade 6**Student-12 Annotation****Score Point 1/1/2****Purpose, Focus, and Organization - Score Point 1**

This brief response is related to the topic and discusses a way of growing food in space for astronauts, but demonstrates little or no awareness of the purpose, audience, and task. The response is a solution/opinion of the student's as to how one might grow crops in space. The presentation of ideas is confusing and exhibits few transitional strategies. The introduction and conclusion are inadequate.

Evidence and Elaboration - Score Point 1

The response provides minimal support for its main idea that includes little or no use of sources, facts, and details. Most of the information in the response is not present in the source texts. The expression of the ideas is confusing. Some of the language is awkward but the domain-specific vocabulary is limited.

Conventions - Score Point 2

The response demonstrates an adequate command of basic conventions. There is no pattern of errors in usage. There are a few minor errors in capitalization (*Oxengyn*), and in spelling (*proably*, *Oxengyn*, *thats*), but adequate command is displayed.

Grade 6**Student-13****Score Point 1/1/1**

For many years crew members haven't had good food. In till now, scientist have found ways to give crew members more food option in space. Scientist build a small greenhouse in space so that crew members can eat something that doesn't taste like trash.

Grade 6**Student-13 Annotation****Score Point 1/1/1****Purpose, Focus, and Organization - Score Point 1**

This brief response is related to the topic and discusses food options in space, but demonstrates little or no awareness of the purpose, audience, and task. The response is an undeveloped, vague assertion (...*sientist have found ways*). There are few (*In till now, so*) to no transitional strategies or little discernable organizational structure. There is little to no introduction or conclusion.

Evidence and Elaboration - Score Point 1

The response provides minimal support for its controlling idea that includes little or no use of sources, facts, and details. The response supports the main idea with minimal evidence, even as the evidence provided is drawn from the text (*Sientist billed a small greenhouse in space...*). Sentence variety is limited and repetitive.

Conventions - Score Point 1

The response demonstrates a partial command of basic conventions. A few errors in usage are present (*sientist/scientists, option/options, billed/built*). There are also minor errors in spelling (*fool/food, sientist/scientist*). The meaning, however, is not obscured.

Grade 6

Student-14

Score Point 1/1/0

I read about a brief History of food in space and Vegie and the need of Nutrients, cause food in space has alot of Nutrients such as Potasium and other Nutrients cause through 1950 through 1960 they less stoked to unmarke the fewest options of any space travelers to date

Grade 6

Student-14 Annotation

Score Point 1/1/0

Purpose, Focus, and Organization - Score Point 1

This brief response is related to the growing of plants in space, and partially misnames the titles of two of the source articles. However, it demonstrates little or no awareness of the purpose, audience, and task. There is little organizational structure, and transitions are scarce, resulting in an undeveloped and somewhat ambiguous list of facts from the text. Some of the information is presented confusingly--for instance, the student mentions but does not explain (*...food in space has alot of Nutrions such as potasium*).

Evidence and Elaboration - Score Point 1

The response provides minimal support/evidence for its controlling idea that includes little use of sources, facts, and details. Most of the information in the response is not present in the source texts (*...food in space has alot of Nutrions such as potasium...*) and the expression of ideas is vague, and the response's language and vocabulary are limited (*...they less stuted to unmarke the fewest options...*). Sentence variety is also limited.

Conventions - Score Point 0

The response demonstrates a lack of command of basic conventions with errors being frequent and severe. Punctuation is largely absent, apart from the one comma found in the second line. Capitalization errors are inconsistent and spelling errors (*Nutiens, Nutrions, Potasium, stuted, unmarke*) often obscure the meaning.